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Executive Summary

The Center for Diversity and Enrichment (CDE) in its current form was established in 2003 via the joining of a scholarship program facilitated by the Provost’s Office and a TRIO Student Support Services program housed in Student Affairs. Over time, CDE grew to also house TRIO Upward Bound and Military and Veteran Student Services (MVSS). The primary function of CDE is to increase graduation and retention rates of underserved student populations: racial/ethnic minorities, veterans and military affiliated, first generation students, disabled students, and students who identify as LGBTQIA. We also serve low-income students by proxy.

The Center for Diversity and Enrichment serves marginalized student populations via academic coaching, scholarship administration, tutoring, freshman transition services, identity support, personal support, and campus and community resource connection. We also provide programs that help enhance the student experience, promotes inclusiveness, build community, and educate the greater campus community. Over the last 2 years, we have also been providing students, faculty, and staff with diversity training using the National Coalition Building Institute (NCBI) model.

The Center for Diversity and Enrichment, when at full capacity, has 21 professional staff members. Ten of the staff work for our 2 TRIO programs, 2 work for Military and Veteran Student Services, and 9 work for Campus Outreach Services. Each unit has a director that directly oversees their specific area, with an executive director who oversees the CDE as a whole operation.

According to CAS standards for multicultural student programs and services, the Center for Diversity and Enrichment meets most expected requirements; however, we could improve in two areas: 1) the physical layout of the office, and 2) mission statements, strategic plans, and formal goals. The CDE does not currently provide for adequate study space for students and the building where Military and Veteran Student Services is housed is falling apart. Upward Bound staff also are in cubicles, which is not conducive to private meetings. Around July 2019, the CDE anticipates moving into a newly renovated space that will address our current space limitations as it relates to quiet study areas for students. The new space also will address the current cubicle situation of the Upward Bound staff, the poor building conditions of where MVSS is housed, and will provide more lounge and reception space for students and guests.

There are some challenges that hinder the Center for Diversity and Enrichment from operating as smoothly as needed and from serving students as holistically as we would like. First is the location of Military and Veteran Student Services since it is housed in a separate building, which creates logistical and team building challenges. The second challenge is that current staff who work directly with the University of Iowa students in TRIO Student Support Services do not reflect the backgrounds/identities of the majority of the students we serve, which has caused some of them to not feel that the CDE office is a safe space for them to discuss identity related concerns. Third, the mission statement is not current. Lastly, resource allocation makes it difficult to pay staff competitively or to hire new staff/create new positions as needed without cutting student services/programming budget.
Introduction to Center for Diversity & Enrichment

The Center for Diversity & Enrichment (CDE) is housed within the Division of Diversity, Equity, and Inclusion (DDEI) (formerly the Chief Diversity Office) which is situated within the President’s Office. It is the only student-facing unit within the DDEI. CDE in its current iteration was formed from joining two departments: 1) Special Support Services/Support Service Programs and 2) Opportunity at Iowa. Special Support Services operated under Student Affairs and focused on diverse student recruitment, minority student support, programming, and peer mentoring and housed two TRIO programs. Opportunity at Iowa was a function of Academic Affairs and the Provost’s Office and was responsible for administering the Opportunity at Iowa scholarship, which was the top academic scholarship for minority students at the time. The office also administered the USA Career Funds for underrepresented undergraduate students who met the academic criteria for the Opportunity at Iowa scholarship to help underrepresented students gain paid internships. The OI office was instrumental in recruiting URMs, providing funding to many summer camps to recruit minority K-12 students to the camps, and hosting minority campus visits. In 2003, OI and SSS merged to become CDE.

The Center for Diversity and Enrichment currently has four pillars: 1) Student Success and Enrichment, 2) Community Building, 3) K-12 Pipeline/Access, and 4) Diversity Training. All CDE services serve one or more of the four pillars. Pillar 4, Diversity Training, is the newest pillar and was added in 2016 and formalized in 2017.

The Center for Diversity & Enrichment consists of four units: 1) Campus and Outreach Services, 2) Military and Veteran Student Services, 3) TRIO Student Support Services, and 4) TRIO Upward Bound. Each unit provides various student services with the purpose of increasing retention and graduation rates for racial/ethnic minorities, students who identify as members of the LGBTQIA community, first generation students, students with disabilities, low-income students, and/or veterans or military affiliated students.

Campus and Outreach Services (COS) is primarily where identity specific outreach occurs. This outreach involves culturally relevant and culturally specific programming in addition to scholarship management and academic coaching. COS works primarily with college students, but also does K-12 pipeline programming and some community outreach and partnerships where relevant. COS partners with Admissions to help recruit diverse student populations, with the Office of Student Financial Aid to help manage student scholarships, Academic Advising, Academic Support and Retention, the Office of Graduate Inclusion, the Office of Student Life, and other university departments on programming and support. Some key COS specific services include peer mentoring, coordination and management of the Advantage Iowa Scholarship, coordination and management of the Storm Lake Scholarship, coordination of the Iowa Edge Program, diversity training for students and other campus constituents, and coordination of K-12 access programs like Summer Enrichment Institute, Latinx Youth Summit, the Pen Pal Program, and Achievement, Leadership, & Opportunity programs. COS also
provides First Year Seminars where COS staff serve as instructors as well as study abroad and service-learning opportunities.

Military and Veteran Student Services (MVSS) works to support student veterans and their dependents by providing, facilitating, or coordinating programs and services for student veterans and military affiliated students. MVSS has developed a community of support for our students and their families. MVSS collaborates with many campus departments such as the Office of the Registrar (GI Billing) to help streamline administrative procedures and provide information about education benefits, ROTC, Pomerantz Career Center, and campus faculty and staff as well as non-university affiliated organizations like the VA, Iowa National Guard, Iowa Advisory Council for Military Education, and B1G Academic Alliance.

Military and Veteran Student Services provides programming relevant to military affiliated students such as in-house mental health counseling and advocacy, transition support for incoming students, career guidance and placement, Veterans’ Day memorial activities, veteran awards celebrations, training for faculty and staff related to military culture, and works directly with certifying officials to help certify students. MVSS also provides tutoring via the Chemistry Platoon and one-on-one academic coaching. They also have a growing peer-mentoring program called PAVE. The MVSS program provides class instruction, military transition courses, and diversity training surrounding military culture. The MVSS also financially supports and advises the University of Iowa Veterans Association.

TRIO Student Support Services (SSS) is a federally funded program that provides academic, personal, and financial support to first generation, low-income, and/or disabled students. UI TRIO SSS staff advocate for access by serving on numerous campus-wide committees and workgroups, serve as state and regional association volunteers, and consistently collaborate with partners across campus to achieve stated goals. Student needs are addressed through numerous services including individualized coaching and course enrollment that address topics such as academic success, financial literacy and financial aid, career planning and preparation, physical and mental health, identity development, and leadership development. Students also have access to tutoring at no cost coordinated by the TRIO SSS Tutor Coordinator. These services collectively promote student engagement and knowledge and skill acquisition that ultimately contribute to student success and persistence to graduation.

TRIO Upward Bound (UB) is a federally funded program that provides academic, personal, and financial support to first generation and/or low-income high school students who attend three target high schools: Muscatine Community High School, West Liberty High School, and Columbus Junction High School. Our UB program is in its 52nd year. This current 2018 grant award is the second highest among Upward Bound programs in the state of Iowa, and 38th highest among the nation’s 969 Upward Bound programs. At 127 participants, we serve the second highest number of students in the state of Iowa, and 41st highest nationally. UB services have the objective of preparing high school students for college. UB provides on-site tutoring, campus visits, ACT Mastery Prep courses, summer bridge programs, Saturday Academies, service learning opportunities, STEM specific initiatives, cultural enrichment events, and internships to develop students academically and professionally. Much of UB’s partnerships are
community based and occur specifically within the West Liberty community via the West Liberty Dream Catchers. UB also collaborates with the College of Engineering on a STEM related grant to enrich the instructional portion of the summer program.

**Organizational Framework:** The Center for Diversity & Enrichment is led by an executive director who oversees all four units. Each unit has a director that reports directly to the executive director; however, Campus and Outreach Services is an anomaly in that there is no director. Instead, the CDE assistant director functions as the director of COS services, with the executive director serving as the primary COS support. The assistant director also reports directly to the executive director. The CDE executive director reports directly to the associate vice president of diversity, equity, and inclusion (formerly the chief diversity officer) who has a dual report to the University of Iowa president and to the provost.

**Strategic Plan:** The most recent strategic plan for CDE spanned 2012-2016 and addressed enriching CDE programs, community outreach, and student success initiatives. Some of the items in the plan were rendered moot due to changes in the TRIO grant service areas as well as changes in the scope of CDE that took place during 2016. For example, TRIO UB no longer serves Davenport or Iowa City. Additionally, there is no longer the need to target TRIO programs in community colleges since SSS takes part in Admissions recruiting events and tabling where their applicants (both traditional and non-traditional) are generated. Also, the university no longer has a McNair program, walk-in hours are held every day (not only on Thursdays), and CDE has shifted away from a programming focus to an intrusive and proactive coaching model. The 2012 – 2016 Strategic Plan follows:

**Access and Enrollment Growth/Public Outreach & Civic Engagement**
- Outreach & retention of non-traditional students through partnerships with Iowa Community Colleges and community organizations
  - Specifically target TRIO programs in the community colleges
  - Attend/assist college fairs at the community colleges to speak about our office
  - Outreach prior to arriving on campus to speak about the services of our office
- Outreach to Iowa communities and families of underserved populations, low-income, first generation high school students regarding college access and readiness
  - Specifically target parents/family of the student with specific parent programming
  - Target the Latino populations in Columbus Junction, Muscatine, West Liberty, Davenport, Des Moines and Sioux City
    - Hosting bilingual sessions for parents/families on the topics of financial management and understanding documentation for loans
    - Provide continual year-round programming that meets on a monthly basis in these communities
- Collaborate with the Office of Admissions to develop and implement a training module for admissions staff to increase the number of transfer and non-traditional students regarding TRIO programs and student demographics
- Prior to acceptance, work with the applicant or pre-applicant to develop a 4-year financial plan to be able to decide if Iowa is financial the most viable options for students

**Undergraduate Student Success**
• Provide more opportunities that enhance the classroom experience through outside of the classroom experience
  o Study Abroad, Internships, Service learning projects, Research
• Enhance study/learning skills through workshops, presentations, and individual meetings
  o Focusing on the areas of:
    ▪ Reading, note-taking, writing, time management, and technology usage/know-how
    ▪ Presentation skills, branding/marketing of self
• Provide academic support that supports the progression of the student
  o Programming geared towards ‘open’ major where provide an opportunity to do a job shadow with a company in the Iowa City community that the student might be interested in, partnership with Career Center
  o Strategic ‘hands-on’ programming where students can be engaged with the content material
  o Focusing on the sciences by programming and collaboration with Minority Association of Premedical Students (MAPS), STEM skill building programming, LSAMP and a 1st year STEM research opportunity (If funded by student success funds)
  o Partner with College of Engineering, Dept. of Mathematics, College of Education and the College of business to provide programming for these areas of interest
• Provide counseling efforts that being to map out the academic progression of a student by tracking semester hours and meeting with the student to ensure what their next years would look like
  o “Degree audit Thursdays” where we provide walk-in hours for students to be able to drop in and review degree audit and major choices
• Develop a training program to train tutors on strength-based approach to working with TRIO students (TRIO)
• Promote sustainability within the office and educate students about the impact being green has. This would provide leadership opportunities for students (TRIO)
• Develop and implement a six-week financial literacy course focused on filling out the FAFSA to managing a budget. Collaborate with Horizons to structure the curriculum.
  o Provide collaboration with academic departments to provide a 1 s.h. elective credit and offer a drawing to win a $500 scholarship to get participants (TRIO)
• Partner with University Housing to create/add-on to the global village living and learning community to support ethnic specific live in opportunities
  o African American, Latino/a, Asian American, Native American
  o Provide courses in common selection that includes a related seminar and heritage study courses
• Partner with the Center for Student Involvement and Leadership, specifically the Cultural Centers and Multi-cultural Student organizations, and MGC/NPHC fraternities & sororities to provide more late night programming
  o Focus on alcohol free events
  o Provide programming about alcohol education and safety as it pertains to students of color
• Create an outlet for students to exhibit or engage in the UI arts programs by attracting visiting artists & scholars, provide cultural events for the community
Partner with CSIL, CAB, Hancher, Diversity Councils and CDO

Graduate & Professional Student Success
- Partner with the Graduate College in providing more information about graduate school and professional research opportunities like McNair & SROP
- Create programming that would allow students to think about graduate school earlier
- Preparation programming for graduate level test (LSAT, GRE, MCAT, etc…)
- Workshops on making connections for letters of recommendations, writing personal statements, etc… for graduate or professional school applications

Internationalization & Diversity
- Enhance student success, respect, and inclusion by providing and facilitating programs focused on LGBT and Multicultural Identity. Promote relationships and coalition building among the leaders of different affinity organizations (TRIO)
- Partner with the study abroad office to provide more information regarding study abroad and ways to study abroad

Retention & Graduate Rates
- Increase retention and graduation rates of our students by 5% by 2016
  - Provide outreach & collaboration with admissions, academic departments, retention office, academic advising and financial aid
  - Work closely with students that declare the ‘open’ major
  - Provide quality programming that focuses on student needs both academically and socially

Constituents Served: The Center for Diversity & Enrichment serves 5 main populations: 1) racial/ethnic minorities, 2) LGBTQIA individuals, 3) veterans and military affiliated, 4) first generation students, and 5) disabled students. By default, we also serve low-income students via our two TRIO programs and our GearUp partnership. Our programs are focused on undergraduate students, but we serve high school students via UB and Gear Up and we serve graduate students when they have need.

CDE also partners with the Dean of Students Office on a Campus Inclusion Team (CIT) initiative. CIT serves as a central reporting point for incidences of bias on campus and provides outreach and resolution to victimized students where possible. In this way, our constituents become all students who attend the university. We also do not deny services to any student because of background or identity.

Learning Outcomes: Learning outcomes vary by unit. In general, all services provided through the Center for Diversity and Enrichment are meant to increase retention and graduation rates for underserved student populations. They also are meant to assist Admissions with attracting more racial/ethnic minorities to the university and consequently increase the number of URM students who matriculate at the University of Iowa each fall.
Learning outcomes for TRIO Upward Bound and TRIO Student Support Services are specific and measureable.

TRIO Upward Bound (UB):

1) 69 percent of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

2) 73 percent of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

3) 96 percent of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

4) 20 percent of all current and prior year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.

5) 45 percent of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation. Or they will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

6) 13 percent of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance but deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school.

TRIO Student Support Services (SSS):

1) 74 percent of all participants served by the SSS Project will persist from one academic year to the beginning of the next academic year or will have earned a bachelor’s degree at the grantee institution during the academic year. The 2016 – 2017 actual attained rate was 91%.

2) 89 percent of all enrolled SSS participants being served will meet the performance level required to stay in good academic standing at the grantee institution. The 2016 – 2017 actual attained rate was 96%.

3) 65 percent of new participants served each year will graduate from the grantee institution with a bachelor’s degree or equivalent within 6 years. The 2016 -2 017 actual attained rate was 72%.
**Key Data Points:** Center for Diversity & Enrichment staff collect data both quantitatively and qualitatively to inform our practices. Specifically, data on retention and graduation trends for URM’s, Advantage Iowa Scholars, and for Storm Lake Scholars as well as disaggregated information pertaining to race/ethnicity and first generation status is used to determine if our services are helping us meet objectives and learning outcomes. The two major services and programs in CDE that directly impact University of Iowa undergraduate students are Iowa Edge and administering of the Advantage Iowa scholarship. The key data points for both are included below as well as data points for TRIO Student Support Services and Military and Veteran Student Services.

**Iowa Edge:** Iowa Edge (IE) is a pre-orientation program for URM’s and first generation students. IE is one of CDE’s signature programs and we wrapped up its 12th year this past summer. Students interested in IE complete an application. A committee made up of campus partners representing a wide range of departments and offices reviews the applications. The committee gives preference to students who historically have the greatest achievement gaps. For example, Black males are given preference during the application process.

Iowa Edge is a 4-day program that allows participants to move to campus early, become familiar with campus buildings and resources, meet and interact with faculty and staff that share similar backgrounds, explore challenges of marginalized identities as it relates to a predominately white campus, and connect with a peer mentor. IE data indicates students who participate in the program have higher second year retention rates than similar students who do not. Fall 2018 data indicates that the impact of IE seems to dwindle after the students’ second year. Discussions about continuing IE services for all 4 years have been brought up.

<table>
<thead>
<tr>
<th></th>
<th>All UI Students</th>
<th>Non Iowa Edge URM</th>
<th>Iowa Edge 2018</th>
<th>Iowa Edge Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2nd Year Retention Rate</strong></td>
<td>86%</td>
<td>82%</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td><strong>4 Year Graduation Rate</strong></td>
<td>53%</td>
<td>47%</td>
<td>41%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>6 Year Graduation Rate</strong></td>
<td>73%</td>
<td>66%</td>
<td>62%</td>
<td>69%</td>
</tr>
</tbody>
</table>

**Advantage Iowa (AI) Award:** The Advantage Iowa Award is a merit scholarship used to recruit high performing URM or first generation students to campus. ACT scores and cumulative high school GPA are used to determine eligibility. The minimum eligibility guideline is a 3.2 high school GPA and a 23 ACT score.

CDE is responsible for ensuring AI Scholars are successful. We provide AI Scholars with cohort-specific programming, require they meet with us each semester their first year, and provide academic coaching and outreach where relevant. The data below reflects the type of data
requested by the CDE executive director each year to inform services to AI Scholars and is the most current data available.

### FALL 2018 UNDERGRADUATES

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Unclassified</th>
<th>All Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>129</td>
<td>166</td>
<td>205</td>
<td>207</td>
<td>20</td>
<td>727</td>
</tr>
<tr>
<td>Alaskan Native/American Indian</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>14</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>Asian</td>
<td>244</td>
<td>196</td>
<td>260</td>
<td>280</td>
<td>36</td>
<td>1,016</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>467</td>
<td>387</td>
<td>503</td>
<td>446</td>
<td>32</td>
<td>1,835</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>200</td>
<td>188</td>
<td>197</td>
<td>172</td>
<td>21</td>
<td>778</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>315</td>
<td>293</td>
<td>460</td>
<td>667</td>
<td>33</td>
<td>1,768</td>
</tr>
<tr>
<td>Race and Ethnicity unknown</td>
<td>132</td>
<td>68</td>
<td>85</td>
<td>117</td>
<td>44</td>
<td>446</td>
</tr>
<tr>
<td>White, not of Hispanic or Latino(a) origin</td>
<td>3,994</td>
<td>3,857</td>
<td>4,428</td>
<td>4,622</td>
<td>456</td>
<td>17,357</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,493</strong></td>
<td><strong>5,167</strong></td>
<td><strong>6,152</strong></td>
<td><strong>6,533</strong></td>
<td><strong>644</strong></td>
<td><strong>23,989</strong></td>
</tr>
</tbody>
</table>

### FALL 2018 ADVANTAGE IOWA RECIPIENTS

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Unclassified</th>
<th>All Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>51</td>
<td>75</td>
<td>60</td>
<td>69</td>
<td>0</td>
<td>255</td>
</tr>
<tr>
<td>Alaskan Native/American Indian</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>266</td>
<td>207</td>
<td>191</td>
<td>246</td>
<td>0</td>
<td>910</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>70</td>
<td>53</td>
<td>55</td>
<td>64</td>
<td>0</td>
<td>242</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Race and Ethnicity unknown</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>White, not of Hispanic or Latino(a) origin</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>399</strong></td>
<td><strong>353</strong></td>
<td><strong>317</strong></td>
<td><strong>392</strong></td>
<td><strong>0</strong></td>
<td><strong>1,461</strong></td>
</tr>
</tbody>
</table>

### FIRST GENERATION STUDENTS

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Undergraduates</td>
<td>5,612</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advantage Iowa Recipients</td>
<td>583</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Center for Diversity and Enrichment also tracks student demographics to inform student services. Military and Veteran Student Services and TRIO Student Support Services is outlined below:

Military and Veteran Student Services currently serves 2,152 eligible veteran and military affiliated students, of which 42% utilize their services (per spring 2018 survey). There are currently 474 veterans and 1,678 dependents served by MVSS. Of these, 715 receive VA education benefits.

<table>
<thead>
<tr>
<th>First Time Full Time Freshmen</th>
<th>Dependents</th>
<th>Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016 Retention Rate</td>
<td>87%</td>
<td>67%</td>
</tr>
<tr>
<td>Fall 2013 4 Year Graduation Rate</td>
<td>57%</td>
<td>36%</td>
</tr>
<tr>
<td>Fall 2011 6 Year Graduation Rate</td>
<td>76%</td>
<td>63%</td>
</tr>
</tbody>
</table>

TRIO Student Support Service is funded to serve 350 students, but currently serves 332 active participants who are a combination of first generation, low income, and/or disabled identities. The chart below details the number of students that identify in each category. Note: Recruiting will continue in spring 2019 to reach the 350 required students served.

<table>
<thead>
<tr>
<th>First Generation</th>
<th>Low Income</th>
<th>Disabled</th>
<th>First Generation and Low Income</th>
<th>Disabled and Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>26</td>
<td>8</td>
<td>259</td>
<td>5</td>
</tr>
</tbody>
</table>

The racial/ethnic breakdown of students served in TRIO SSS is as follows:

<table>
<thead>
<tr>
<th>African American</th>
<th>Alaskan Native/American Indian</th>
<th>Asian</th>
<th>Latino/a</th>
<th>White</th>
<th>Multiracial</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 (39%)</td>
<td>2 (1%)</td>
<td>59 (18%)</td>
<td>148 (44%)</td>
<td>54 (16%)</td>
<td>17 (5%)</td>
<td>3 (1%)</td>
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Tutoring is a large component of the TRIO SSS program and key data points indicate that it is being utilized by a good portion of students in the program. As of November 29, 2018, 43% of the SSS participants requested tutoring. Most of these requests were filled (72%), and the unfilled requests were referred to campus partners. The majority of tutoring requests are for science and math related subjects and SSS has 35 paid undergraduate tutors on staff.

**Assessment Plan & Results:** The Center for Diversity & Enrichment provides various internal assessments for students and staff: 1) annual staff CDE Climate Survey, 2) event and program specific surveys for campus partners and for CDE staff, and 3) student-centered focus
groups or surveys. CDE also uses context gleaned from university-facilitated surveys as they relate to campus climate, DEI, and student satisfaction to help inform practices.

In spring 2018, a survey was sent to all veteran and military affiliated students to assess their image of the Military and Veteran Student Services Office. A follow-up survey was sent in fall 2018 for students to assess MVSS programs and services. In 2009, there was a task force convened to assess the programs and services for student veterans. There was a follow-up committee in 2011 to assess the programs and services implemented following the 2009 task force. We plan to create a new task force in 2019 to do an evaluation of the needs of our veteran and military affiliated students.

Each May, the CDE executive director has staff complete the CDE Climate Survey to gather their feedback on office culture, office climate, supervisor relations, and alignment of CDE mission with personal values. The executive director uses the information to guide staff retreat content and professional development opportunities and to address work-related conflicts when trends are noted. Staff completed the survey May 2016 and May 2017, but it was not provided May 2018. The executive director plans to provide the survey again in May 2019.

The results of the staff survey for May 2016 indicated general discontent with office climate and culture. The following reasons were cited: 1) too much office gossip and negative staff dynamics, 2) inability to move up in their positions, 3) feeling unappreciated in their current roles, 4) staff having conflict with direct supervisors, and 5) diversity work and CDE mission not aligning with personal values. The May 2017 survey showed improvement in satisfaction with CDE overall, especially as it pertained to alignment of CDE mission with personal values, but still provided room for improvement as it related to supervisor/supervisee relationships and staff interactions with each other.

The executive director compiles CDE Climate Survey data by units and provides findings to each unit director during one-on-one meetings. Where appropriate, actions for remedy are administered by executive director and unit directors. For example, supervisors have been required to enroll in Supervising@Iowa trainings to help gain skills to address issues indicated on survey or to enroll in a workshop offered by the Ombudsman’s Office pertaining to having difficult conversations with staff. Survey results are never punitive, but are seen as opportunities to learn about areas for growth. A copy of the most recent survey and results follows:

**CDE Climate Survey**

**May 2017**

Circle the response that best corresponds to how you feel/what you think. Answer honestly. You can attach additional comments/explanation if you choose to provide any.

1. I enjoy the work I do for CDE (consider your unit: SSS, UB, MVSS, or COS).

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2. I feel like CDE is an environment where I can grow professionally.

   Always     Mostly     Sometimes     Never

3. I find the diversity and inclusion work that CDE does aligns with my own personal values.

   Always     Mostly     Sometimes     Never

4. I feel that my contributions are valued at CDE (consider your unit: SSS, UB, MVSS, or COS).

   Always     Mostly     Sometimes     Never

5. CDE staff are friendly and accepting of each other.

   Always     Mostly     Sometimes     Never

6. The CDE office is free from gossip/pettness/hurtful actions by staff towards other staff.

   Always     Mostly     Sometimes     Never

7. I feel free to go to my immediate supervisor with issues and concerns.

   Always     Mostly     Sometimes     Never

8. I think my immediate supervisor is competent in his/her/their role.

   Always     Mostly     Sometimes     Never

9. I feel my immediate supervisor helps to promote a safe/comfortable working environment.

   Always     Mostly     Sometimes     Never

10. I feel like I fit in with my individual team members (consider MVSS, SSS, UB, or COS).

    Always     Mostly     Sometimes     Never

11. I feel like I fit in with the CDE team (consider CDE holistically, not as individual units).

    Always     Mostly     Sometimes     Never

Attach an additional sheet if you care to provide an explanation to any of your responses.

Thank you for completing the survey!

CDE Climate Survey 2017 Results
Part I: Aggregated Data, Entire CDE Team

1. I enjoy the work I do for CDE (consider your unit: SSS, UB, MVSS, COS):

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<td>10.5</td>
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2. I feel like CDE is an environment where I can grow professionally.

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<tr>
<td>2.5</td>
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3. I find the diversity and inclusion work that CDE does aligns with my own personal values.

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<td>9.5</td>
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4. I feel that my contributions are valued at CDE (consider your unit: SSS, UB, MVSS, or COS).

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<td>7</td>
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5. CDE staff are friendly and accepting of each other.

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<td>1</td>
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6. *The CDE office is free from gossip/pettiness/hurtful actions by staff towards other staff.

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*One person did not address the question

7. *The CDE office is free from gossip/pettiness/hurtful actions by staff towards students.

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* One person did not address the question

8. I feel free to go to my immediate supervisor with issues and concerns.

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<td>11</td>
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9. I think my immediate supervisor is competent in his/her/their role.

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10. I feel my immediate supervisor helps to promote a safe/comfortable working environment.

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<td>4.5</td>
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11. I feel like I fit in with my individual team members (consider MVSS, SSS, UB, or COS).

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<td>4.5</td>
<td>6.0</td>
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12. I feel like I fit in with the CDE team (consider CDE holistically, not as individual units).

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Assessments are provided to students for signature programs like Iowa Edge or the Latinx Youth Summit. For these larger, well-established programs and conferences, relevant planning committees use assessment results as context for planning each year. Program coordinators also compile assessment results and share them out to campus partners and stakeholders. Below is an example of a compilation of the Summer 2018 Iowa Edge assessment as well as key data points that were provided to the CDE executive director, private donors, and the Office of Advancement during the fall 2018 review meeting.
The Iowa Edge 2018 Report

The Iowa Edge is an orientation program that takes place the week before classes start to assist African American, American Indian, Asian American, Alaskan Native, and Pacific Islander, Latino/a, and first-generation college students in their successful transition to the University of Iowa.

First-Generation Students

- First Generation (60.15%)
- Non First-Generation (39.85%)

Race & Ethnicity

- African American: 25
- Asian American/Pacific Islander: 26
- Multi-racial: 38
- Latina/o: 1
- Native American: 1

133 Participants

- The largest cohort in program history
- 13 States Represented
- 9 Storm Lake Scholars
- 83 students from Iowa

Popular Areas of Study

- Business: 18
- Open Major: 13
- Nursing: 10
- Engineering: 10
- Health & Human Physiology: 10
- Biology: 9
- Public Health: 9
The Iowa Edge Mission Statement

To foster transformative learning and leadership experiences among a diverse community of students to aid in the advancement of students’ educational aspirations and career success.

From the Student Perspective

According to the 2018 evaluation responses:

- 96% would recommend participating in the Iowa Edge program
- 98% stated their Peer Leader had a positive impact on their experience
- 97% have since made use of the academic support services they learned of during the Iowa Edge program
- 100% thought that the Iowa Edge program was helpful in making the transition from high school to the University of Iowa

Most Beneficial Session

During the Iowa Edge Program, students participate in many sessions. According to survey responses, these sessions were most highly rated for being the most beneficial.

1. Succeeding at Iowa - An informational session to students and families
2. Main Library Tour
3. Campus Resources Tour

Source: Iowa Edge 2018 Evaluation

For more information on the program’s agenda or schedule please visit the website: diversity.uiowa.edu/programs/iowa-edge

Snapshot

I would recommend this program to anyone who is a first year attending the University of Iowa. It was a great way to meet people and build a community before school.

I feel like being a part of the Iowa Edge program gave us a huge advantage over those who weren’t. Even before classes began, Edge students were already exposed to all of the available resources on campus, had connections with one another, and had a better college transition overall.
Overview of CAS Standards

A. Departmental Mission

The Center for Diversity and Enrichment’s mission is to promote the academic success of underrepresented college students, increase retention and graduation rates, provide K-12 college access, assist with increasing the campus diversity of students, staff, and faculty, and help promote community and ensure an inclusive culture for students with marginalized identities.

Currently, CDE does not have a finalized mission statement. In 2016, the executive director worked with her supervisor to revise the mission statement because it was outdated and did not accurately address CDE’s scope at the time, but a finalized version was not produced. What follows is the most recent draft from 2016:

The mission of the Center for Diversity and Enrichment (CDE) within the Chief Diversity Office (CDO) is to help create a critical mass of students, faculty, and staff from communities underrepresented in higher education and help build a welcoming and safe campus climate for them. The CDE works to help fulfill the University of Iowa’s commitment to fostering a diverse and inclusive community. This office provides the primary leadership and coordination for outreach and service to students, faculty, and staff who identify as racial/ethnic minorities, first generation students, members of the LGBTQ community, veterans, or those with seen or unseen disabilities. Our services and programming promote student success and enrichment; foster student, faculty, and staff community building and inclusion; establish precollege pipelines and college access; and provide diversity training to student populations. Our deliberate purpose is to increase retention of underserved student populations, faculty, and staff and enrich their experiences at the University of Iowa.

The CDE mission requires that we have a visible presence on campus with an effective message of student success and enrichment, community building and inclusion for all UI campus members, creating pipelines and opportunities for access, and diversity education through

- Academic, financial, and personal guidance, support, and outreach of students served through the Center
- Providing connections to various university and collegiate resources
- Programming that promotes inclusion and community and targets the needs of underrepresented UI campus groups
- Collaborations with campus and community partners
- Community and pre-college outreach
- NCBI training

Although CDE as a cohesive unit does not have a finalized mission statement, the Upward Bound and Student Support Services programs subscribe to the overall federal TRIO mission, which is to Achieve college access and success for low-income students, first-generation students, and students with disabilities (www.coenet.org). In completing these self-study responses, the Upward Bound staff determined that they would like to develop their own mission statement that is specific to the Upward Bound program at the University of Iowa. This is in
compliance with the CAS Standards and Guidelines that TRIO programs, “develop, disseminate, implement, and regularly review their missions” (472)

B. Departmental Programs

The Center for Diversity and Enrichment collaborates with colleagues and departments across the university and also with community partners to provide programs, services, and career opportunities to students. Through our four units, we address the domains of cognitive complexity; knowledge acquisition, integration, construction, and application; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence. Some of the ways in which we do this are as follows:

- identity development activities and training for self-understanding and self-respect
- various leadership opportunities like peer mentoring, sponsorship for student leadership conferences especially as it relates to diversity leadership development
- annual service learning trip to St. Louis as part of an alternative spring
- scholarship to attend a service learning opportunity in India each December
- personal development workshops and trainings like career planning, health and wellness, and resume writing and interviewing skills.

CDE services, either as a stand-alone or in partnership with other campus departments provide opportunities for students to become more culturally aware, to identify privilege, help identify and address biases, and address diversity trainings overall. Our services also assist students with navigating the campus via orientation services, informing students of opportunities such as internships, scholarships, study abroad, and job openings, provide college transition services, help with academic success planning, financial literacy, and provide campus and community referrals where appropriate. CDE also plans multicultural events and serves in a consulting role for diversity related events from other departments as needed.

Most services provided by CDE are assessed formally or informally to determine impact and changes to services are made as needed. Services not formally assessed would be programmatic services intended to show support of a particular affinity group. For example, for Veteran’s Day each year, Upward Bound partners with our Military and Veteran Student Services unit to plant thousands of flags on the Pentacrest lawn in honor of fallen soldiers. This is to show support of our veterans, but also to allow Upward Bound students to interact with student veterans and to do a community service project. There is no formal assessment because there is no desired outcome other than the specific volunteer experience for the Upward Bound students.

Upward Bound specific programming includes the following:

- After school meetings. The Educational Support Specialist team travels to each target school one time per week and conducts meetings with participants by grade level. During these meetings, students participate in staff-led activities that are relevant to their grade, and that encourage the development of a community of peers. The CAS standard
domains that are particularly addressed through after school meetings are interpersonal competence and practical competence (472).

- Saturday Academies. Held one Saturday per month on the University of Iowa campus, these half-day academies provide participants with opportunities to interact with experts in various fields who travel to us from across campus, from across the city, and even from across the state. Students are exposed to success strategies and new ideas, participate hands-on with different subjects, and are able to network with professionals who are invested in the success of young people. One example of success is from our November 2018 Saturday academy, when the theme of the day was writing. One Upward Bound participant, a senior from Muscatine High School, was inspired by a session he attended on Spoken Word that was facilitated by a member of the University of Iowa organization Black Art; Real Stories (B.A.R.S.). Our participant, who is a nationally-ranked member of his school’s speech and debate team, took the opportunity to introduce himself and have a lengthy conversation with the facilitator about his goals. The impromptu mentoring experience ended with the facilitator agreeing to be a resource for our student and giving him her business card. The CAS standard domains that are particularly addressed through Saturday academies are knowledge acquisition, integration, construction, and application; cognitive complexity; intrapersonal development; and practical competence (472).

- Tutoring. Tutoring is held five days per week in our target schools – one day per week in Muscatine High School, and twice per week in West Liberty High School and Columbus Community High School. Paid tutors are University of Iowa students who travel to the schools to offer assistance in the academic subjects. The CAS standard domains that are particularly addressed through tutoring are knowledge acquisition, integration, construction, and application; and cognitive complexity (472).

- Cultural activities. These field trips may include college tours, cultural events, and community service activities. Cultural activities increase our students’ exposure to the world outside their community. They allow students to explore diverse people, places, and things, and they help students expand their ideas about possibilities for the future. Our most recent cultural activity was a college tour to Western Illinois University in November 2018. This college was intentionally chosen by our Educational Support Specialists in part because it is, for many, a desirable distance from our target area and because it offers in-state tuition for Iowa students. The CAS standard domains that are particularly addressed through cultural activities are knowledge acquisition, integration, construction, and application; cognitive complexity; and humanitarianism and civic engagement (472).

In addition to providing the above services, Upward Bound will soon begin to focus on individual advising and coaching. Three full-time Educational Support Specialists will offer individual support to every student in the Upward Bound program around topics of academic success, college preparation, career exploration, and personal development. Through this individual service, Upward Bound expects an increased level of engagement by our participants,
increased academic success, and increased completion rates for critical college preparation tasks. The CAS standard domains that will be particularly addressed through individual advising and coaching are cognitive complexity; intrapersonal development; interpersonal competence; and practical competence (472).

TRIO Student Support Services programs allow students to engage in programming in a number of capacities including

- Individualized coaching
- Tutoring
- Cultural enrichment programming
- Steps to Success for TRIO courses.

Student Learning and Development
- *Steps to Success for TRIO* courses, a seven-semester course sequence designed to provide access to resources, knowledge and skill acquisition, and community building that meet the needs of students at each level of their college experience and progression to graduation. A course topics outline can be found attached at the end of this document.
- Each of the identified domains align with the *Steps to Success for TRIO* courses sequence, as evidenced in the course outline provided. Topics are also addressed through coaching sessions.
- *Steps to Success for TRIO* course content is assessed, developed, designed, implemented, and evaluated by the TRIO SSS team. Content is created in collaboration with numerous campus and community partners who exist as content experts. This allows for content to be relevant, guided by theory and best practices, and effectively meet the development needs of program participants.
- *Steps to Success for TRIO* courses are offered primarily in a tradition in-person classroom setting with enrollment of 15-20 students per section in order to promote a quality learning environment and strong community building opportunities. Third and fourth year sections are also offered in an online/hybrid format to allow for flexibility in scheduling to meet student needs.
- All classes are taught by TRIO SSS staff or volunteers who hold Adjust Instructor appointments through University College and possess a vested interest in the TRIO SSS program and mission.
- Course content is evaluated and assessed annual to make appropriate adjustments to meet changing student needs.

Collaboration
- TRIO SSS prides itself in strong collaborations and tight coupling of programs and services with numerous campus organizations and departments:
  - Other Center for Diversity & Enrichment units
  - University College
  - Pomerantz Career Center
  - Academic Advising Center
C. Organization and Leadership

The Center for Diversity and Enrichment has an executive director that manages the entire CDE operation. The executive director has 13 years’ experience working in higher education with at-risk populations and a total of 18 years in education in general. Her research focus is college student retention, especially as it relates to students of color. She is a former TRIO Student Support Services director, a former Supplemental Instruction supervisor, and a former adjunct professor. Currently, the executive director supervises 1 administrative assistant and 4 directors who oversee individual CDE units. Each of the directors are responsible for direct supervision of staff in their respective units. All directors make up a Leadership Team. The Leadership Team meets once a month to discuss polices, protocol, and strategic initiatives. The executive director uses the Leadership Team meetings to share vision and ensure directors are acting in accordance with the vision and that staff initiatives are appropriately aligned.

The director of Military & Veteran Student Services (MVSS) is a retired Army Command Sergeant with over 21 years of military service and 4 overseas deployments. He has served on active duty, in the Army Reserve, and the Iowa National Guard. He has used three chapters of the GI Bill, Chapter 1067 (Reserve Component), Chapter 33 (Post-9-11), and Chapter 31 (Vocational Rehabilitation and Employment).

Org Chart: MVSS
The TRIO Student Support Services Project Director has a master’s degrees in higher education. He worked as a TRIO Success Coach for about 1.5 years before taking on the role of program director. Before his current role, he held a leadership position providing educational services for Greek Life.

The TRIO Student Support Service program director holds weekly one-on-one and team meetings with staff to discuss projects, review goals, etc. Staff members come up with agenda items ready to discuss and make the time most effective for them. During meetings, staff goals are discussed. They also are encouraged to engage in trainings where possible.

TRIO SSS has made significant progress in recent years gaining visibility, acknowledgement, and legitimacy as a campus leader in student success. It’s placement within CDE has aided in this. A significant contributing factor has been the creation of the Steps to Success for TRIO courses and the ongoing, intentional outreach to campus partners by the TRIO SSS staff.

D. Human Resources

All units within the Center for Diversity and Enrichment comply with university HR recruiting, hiring, and onboarding protocol. Position descriptions are on file with our senior HR person and are readily accessible. Position descriptions are reviewed and revised by the search chair/CDE directors with guidance from HR as needed for each search conducted. All searches conducted are monitored by the Office of Equal Opportunity and Diversity to ensure the most qualified candidate is offered the position and that civil rights codes have not been violated. Final hires must be approved by this office.

The Center for Diversity and Enrichment currently works with a diversity recruiter in HR to source positions in order to create diverse applicants. The CDE executive director serves on a Diversity, Equity, and Inclusion HR committee that helps address performance reviews, hiring, onboarding, and other HR related initiatives as it relates to diversity, equity, and inclusion concerns. Vacancies are advertised in racial/ethnic minority specific venues and are shared with university diversity councils who are asked to disseminate within their networks to help promote a broad range of diverse candidates.

Staff within CDE receive professional development opportunities and are encouraged to attend conferences and trainings (within budget guidelines). They are expected to have a working knowledge of diversity, equity, and inclusion upon hire and to have a working level of cultural intelligence. They are provided with ongoing diversity training to help promote their competency and develop awareness. Staff are expected to remain up to date on coaching/advising best practices and are provided opportunities for information gathering via partnerships with our academic advising center.

E. Ethics
As part of onboarding, staff are required to review HR Work Rules on professionalism, ethics, and promoting positive office culture. The work rules cover work performance, attendance and punctuality, proper use of university property (especially as it pertains to technology), personal actions (harassment, assault, intimidation, horseplay, immoral conduct, indecency) and appearance, and outside activities and employment. Each year, the executive director provides staff with a refresher on the HR Work Rules and reminds staff that violations of the rules will lead to disciplinary action up to termination.

As university employees, all CDE staff are expected to adhere to the institutions policies on Ethics and Responsibilities, which can be found here [https://opsmanual.uiowa.edu/human-resources/ethics-and-responsibilities-university-iowa-staff](https://opsmanual.uiowa.edu/human-resources/ethics-and-responsibilities-university-iowa-staff) This is also reviewed annually by the CDE executive director, and also by the individual unit directors with their staff.

F. Law, Policy, and Governance

The Center for Diversity and Enrichment provides written policies on all relevant operations, transactions, or tasks that have legal implications either directly or through the university as an umbrella policy. All CDE staff are expected to complete sexual harassment training, minors and campus training, and FERPA training. The CDE maintains the following internal policies as it relates to staff: 1) dress code, 2) calling out sick protocol, and 3) use of departmental swag. Additional protocols are maintained as it relates to working with students: 1) suicide ideation protocol, 2) coaching script, and 3) FERPA regulations.

The two TRIO units within CDE adhere to federal regulations and grant compliance. TRIO leadership undergo Priority Trainings and staff participate in state and regional workshops and conferences that provide regulatory grant and program trainings and overviews. Governance is also facilitated by Program Specialists in Washington, DC who work closely with the TRIO directors on budgets, program scope, and overall grant compliance concerns.

G. Diversity, Equity, and Access

The Center for Diversity and Enrichment staff work to promote greater sensitivity for multicultural and social justice concerns through providing diversity trainings for student, faculty, and staff either directly or via campus collaborations. We include diversity, equity, and inclusion initiatives in our strategic plans and overall vision and work to create inclusive spaces in our internal units as well as across campus. For example, TRIO SSS embeds topics of individual identity development and legal rights in their Steps to Success course over multiple semesters.

Specifically, it is important to our mission that our office is welcoming and accessible and that each student is treated equitably and with the highest standards of customer service, regardless of background. It is also important that CDE is a space where students and staff can be safe from microaggressions and the executive director works with the Leadership Team in a top down model to help ensure practices across all 4 units are non-discriminatory.

H. Institutional and External Relations
The Center for Diversity and Enrichment partners heavily with campus departments as well as with community members. Our internal and external relationships are key to the success of our department and services. As an example, we partner with the Office of Student Financial Aid and the Office of Admissions in administering the Advantage Iowa Award. We partner with Admissions to help coordinate campus tours for marginalized student groups. We rely on campus partners and community partners to serve on programming committees for Iowa Edge and the Latinx Youth Summit, two of our largest signature programs. To provide TRIO recruiting, educational services, and personal student services, we also partner with University College, the Pomerantz Career Center, Academic Advising Center, University Libraries, University Counseling Services, Study Abroad, Department of Public Safety, and Orientation Services.

CDE also has formed relationships with private sponsors and corporate sponsors for programmatic support where needed in collaboration with the Office of Advancement. CDE staff also give presentations for various school districts and conferences, engage in social justice related endeavors with community organizations, and work with advising staff across the academic colleges to support the students we serve.

I. Financial Resources

The President’s Office, via the Division of Diversity, Equity, and Inclusion, allocates funding to the Center for Diversity and Enrichment. Although we have had a few mid-year rescissions that resulted in some programmatic downsizing, our annual allocation has been sufficient to provide adequate student services. The one area of concern are salaries and fringe, which consumes the majority of the budget each year despite the fact that staff salaries fall within the lower mid-range as per market analysis. There are also constraints on the ability to hire additional staff as needed.

The Upward Bound program and the Student Support Services program are funded via federal funds with some support from institutional funds. For example, CDE pays 100% of the Upward Bound director salary and fringe. CDE also pays for food related items for TRIO Student Support Services programs and other expenses that are unallowable expenses for both TRIO programs as well as staff development that might fall outside the scope of TRIO services.

J. Technology

The Center for Diversity and Enrichment has adequate technology to support our goals. What follows is a representative list of the technology we have and its use towards our mission:

1. Student computer labs. Campus Outreach Services (COS), Military and Veteran Student Services, and TRIO Student Support Services all have student computer labs that offer free printing. TRIO Upward Bound provides computer access to students via laptops during tutoring sessions and computer lab use during FAFSA applications and other related programs.

2. Texting. Both TRIO programs use text messages to communicate with students and COS is currently working on using texting for this purpose.
3. Staff technology: All CDE staff have access to technology outside of workstations, i.e. iPads and tablets, laptops, camera, and phone conferencing system via a check out process.

4. Projector and screen. The building we are housed in is equipped with multiple spaces that provide projectors and screens for presentations, including our internal conference room.

5. Sign in station. Student use is tracked via a sign in station where students can scan their ID’s or entire ID’s manually. Tracking accounts for what the students are in the space to do (use computer lab, meet with a coach, take a lunch break, etc.)

6. FileMaker. All CDE units (UB, COS, SSS, and MVSS) use a student records database called FileMaker to maintain student files.

7. Weekly newsletter. “This Week in TRIO” electronic newsletter is sent to students using Constant Contact and WordPress. The Summer Enrichment Institute facilitated by COS also generates newsletters that are sent to parents and students.

8. Weekly email. A weekly email is sent to student from Campus Outreach Services via a listserv to keep student abreast of upcoming university and CDE events.

9. Social media. All CDE units use social media (Facebook, Twitter, etc.) to communicate with students, share opportunities, and engage with the greater campus community.

Policies on technology use are campus-wide and are shared via New Staff Orientation as well as through HR Work Rules. The CDE executive director also enforces policies on technology use where appropriate. IT monitors and maintains all CDE technology.

K. Facilities and Equipment

Although the current physical location of the Center for Diversity and Enrichment poses challenges, staff who meet with university students as part of their regular job duties have individual office spaces where they can meet with students in private. Students also are equipped with a reception area/lounge and a computer lab. Students use the conference room for group meetings and to study when not in use.

The current space is small (especially the reception area) and we don’t have a true break room, which means staff either go downtown for lunch, eat in the conference room, or they eat at their desks. In addition, the Military and Veteran Student Services unit is located in a separate building – a 10-minute walk away. This poses logistical challenges as it relates to supervision of direct reports and community building with student veterans. A newly renovated space will be available to us soon. CDE plans to move to this new space in late summer 2019 and it will be large enough to incorporate Military and Veteran Student Services in the space.

L. Assessment and Evaluation

The Center for Diversity and Enrichment provides formal and informal assessments of staff and formal and informal assessment of programs. As it relates to staff, they undergo an annual performance evaluation and regular one-on-one meetings for ongoing assessment and check-ins. As part of the onboarding process, staff all undergo an informal 30-day, 60-day, and 90-day assessment as well. These assessments are used to guide annual pay raises and decisions pertaining to termination.
Staff assessment is stronger than programmatic or service assessment in CDE. Although we assess our programs and services, it is not comprehensive. We do a better job assessing signature programs than we do assessing the impact of daily services like coaching sessions, computer lab use, and service quality. Although we provide assessments of programs and services, we do not have a clearly articulated assessment plan except for the Iowa Edge program, which is assessed formally via quantitative and qualitative means at the end of each summer program. Feedback for this program is gathered from committee members as well as from students, parents, peer leaders, and summer staff in order to shape each year’s program.

TRIO Student Support Services uses a Tutor Satisfaction Survey that is administered at the end of each semester to assess student tutors. The Tutoring Coordinator regularly monitors tutoring data and provides regular reports the Project Director and to relevant stakeholders. SSS also utilizes assessments that are tied to their Steps to Success courses. Instructor and class content satisfaction are assessed through the use of the university’s ACE evaluations, which serve as a standard course evaluation tool. Questions are intentionally designed and customized to Steps to Success for TRIO. Students have opportunities to provide feedback on course content throughout the semester that serves as informal assessment methods used to adjust content in real time and for future consideration. TRIO SSS reviews course content and assessment data at the conclusion of each semester and adjusts content and learning outcomes accordingly.

The current 4th-year cohort is the first group to complete the 7-semester course sequence for Steps to Success for TRIO. For the reason, the TRIO SSS team recently developed a new survey to assess overall satisfaction and evaluate student learning on primary objectives that exist throughout the course sequence including objectives on academic success strategies, financial literacy, identity development and community building, career development, leadership development, and personal wellbeing. [https://bit.ly/2BBPks8](https://bit.ly/2BBPks8)

**Key Challenges for Future Examination**

**Mission Statement:** One of CDE’s ongoing challenges is the absence of a clear mission statement. As previously mentioned, in 2016, the executive director attempted to revise the mission statement, but was unable to reach a finalized product due to departmental constraints. Essentially, it was not a priority given the more extenuating things that needed attention at the time. Our current mission statement needs to be updated so it reflects what we are doing as a Center and the direction we are moving in. I hope to work with the new Associate Vice President of Diversity, Equity, and Inclusion once they have been hired to compete the revision of the mission statement.

For TRIO SSS, mission and goals are discussed and regularly evaluated, but are not adequately documented. Although a SSS mission statement was developed in 2009, SSS does not currently operate using it since the SSS program has drastically changed since 2009. Instead, the federal mission is used to guide services; however, an SSS mission statement has been discussed by staff and the plan to create one during an in-service planned for December 19, 2018.
**Staff Representation:** Since CDE serves students with marginalized racial and ethnic identities, it is important that students see themselves reflected in the staff we hire. Although CDE works closely with a diversity recruiter in HR, diversifying staff to reflect students we serve is an ongoing challenge. Currently, no TRIO SSS staff member identifies as an underrepresented minority. This lack of racial diversity has been noticed by others, including students, and may impact students’ willingness to seek support in some instances or to see the CDE office as a safe space.

**Brand Awareness:** Many of the CDE units struggle with getting information to the greater community. Despite taking part in Orientation Services, tabling at various events, and providing presentations about our services to various student groups and campus partners, there remains confusion about the reporting lines, the scope of the CDE units, and the services provided by each. For Campus Outreach Services, campus partners express confusion about what it is we do and in general, display a lack of understanding of COS scope or CDE structure.

TRIO SSS struggles with programmatic awareness within academic units. TRIO SSS has made significant progress on expanding brand and awareness of services to student support units. Through observation, we see that many academic departments including support staff and faculty are not aware of TRIO SSS programs and services. Additionally, eligible students are not always aware of services. SSS continues to have many students apply, but regularly hear from students that apply later on in their academic careers at UI that they wish they would have known about SSS sooner.

Students of color do not see CDE as a “safe space.” Instead they see it as the place they have to visit to maintain scholarship requirements. Many students are unaware of our services and the ways we are able to support them. Most are surprised when they find out what it is we have to offer.

**Upward Bound:** One project that warrants attention is the review and update of the Upward Bound Operations/Procedures Manual, which was created in March 2015. Because there has been 100% turnover of staff since that time, and since some of the operations of UB have changed since 2015, it is prudent to review the document and make changes as necessary.

As previously indicated, space limitations cause operational and logistical concerns for Upward Bound staff. UB is located within the Center for Diversity and Enrichment in the basement of Phillips Hall on the university’s main campus. Current challenges are as follows:

- UB office is small and is very cluttered to the point that it looks unprofessional. Staff members make efforts to regularly clean and organize but the amount of supplies and limited space makes it difficult to maintain. This optic does not promote a culture of success among staff.
- The cubicles are very small, again the space issue. Work space becomes cluttered and looks unprofessional to students and other guests (potential guest speakers, other staff members, etc.) who come to our office.
- The cubicles offer zero privacy, and staff members who wish to speak to the director privately currently resort to sending the director a private instant message requesting the
Both staff members then leave the office to meet in an empty space in the Center. This can be very awkward and uncomfortable, especially when the meeting is of a sensitive or confidential nature.

- It is the case where a current staff member (project director) has a health condition that makes her sensitive to long periods of working under bright overhead lighting, to long periods of activity around her, and to prolonged noise. In this case, the staff member is more productive when having the ability to work in soft lighting with minimal noise. As such, the current office space decreases her ability to be productive during any given work day.

Although issues with the physical space will be solved when the CDE office moves to their newly renovated office in summer 2019, the UB staff are hesitant to trust the move will happen, because plans for moving have changed multiple times in the past.

**Military and Veteran Student Services:** Currently, MVSS is located in a separate building about 10 minutes away. This poses an issue with logistics related to supervision, resource allocation, and community building/cohesiveness with the remainder of the CDE units. The building is also not in good physical condition. It has not been properly updated or maintained. The building lacks central climate control and inside temperatures fluctuate greatly to uncomfortable temperatures. There is also an insect infestation and most of the building is not handicap accessible. Specifically, there are no handicap door openers in the MVSS office and computer lab. Most of request for updates, repairs, or upgrades have been denied due to the unknown future of the building, i.e. the university has plans to potentially tear the building down as that would be cheaper than renovating it.

Both the location challenge and the physical condition of the building will be addressed once we move into the newly renovated space in summer 2019 since it will be large enough to house all the CDE units under one roof; however, there is a push from veteran related departments on campus to house MVSS with other Veteran Affairs units like ROTC and GI Billing to align with the same model seen across other universities. If this occurs, MVSS’s location will once again be a logistical challenge for the greater CDE units, recreating operational challenges for the unit as a whole; however, housing MVSS under the same roof as other veteran related services makes sense from a student services perspective.

There also has been a historical questioning of the structure of CDE. Specifically, why MVSS is housed under a diversity center. In the past, it was referred to as the Veterans’ Center and was part of the Registrar’s Office along with GI Billing. About 5 years ago, the Veteran’s Center was renamed MVSS and moved under CDE to better support the student services aspect for student veterans. There has been some unwillingness from the veterans to connect with anything “diversity” related since they see it as being compared with the challenges of racial/ethnic minorities. There are ebbs and flows of this concern, but it never fully goes away, which is challenging when trying to bring all students and units served by CDE together.

Other challenges faced by Military and Veteran Student Services are lack of clearly stated goals, a strategic plan, and a formal mission statement. The veteran demographic is also
changing since more non-combat veterans and military dependents are on campus, there is a lack of emphasis to recruit vets to the university, we rank #53 out of 105 on US News and World Report of Best College for Veterans, and there are continues deployments of National Guard and Reserve service members. We anticipate 3,500 deploying from Iowa in 2019-2020, which interrupts our ability to ensure retention and graduation rates for these individual students and also interrupts the students’ academic pursuits. Lastly, a series of anti-veteran vandalism and messaging have been found on campus and the veterans are not happy with the university’s response to the incidents.

**TRIO SSS:** Relocation to the newly renovated CDE space in summer 2019 will impact operations. TRIO SSS staff will need to consider how to adjust services and communication practices to get students into the space. Separation from main floor and student lounge space possess potential barrier to informal student interactions, which currently often lead to meaningful coaching conversations and that help establish relationships and rapport with students.

Sustainability of the current teaching model for *Steps to Success for TRIO* course is also a concern. There are currently 16 sections in the fall and 14 sections in the spring. The current teaching model requires each TRIO SSS staff member to teach at least 3 sections each semester with two volunteer instructors (non-TRIO SSS staff) teaching 1-3 sections each semester. Project Director is currently teaching one section for the 2018-2019 academic year due to other obligations. This model is not sustainable long-term in its current form. As such, SSS needs to consider alternative models for instructor assignments.

**Resources:** The Center for Diversity and Enrichment would benefit from an associate director who can relieve the executive director from day to day management and allow the executive director to function on a higher level. Specifically, an associate director would reduce the supervision burden and the meeting requests of the executive director and allow the executive director time to address higher level operational concerns like securing grants and funding for the CDE, working to brand the CDE and create an alternative narrative, and working towards getting the CDE recognized as a unit to benchmark for services for URM’s, veterans, and first generation students. Currently, the executive director is unsure if an associate director’s position can be created without challenges to the programming budget. Since the programming budget has been reduced twice over the past two years due to mid-year rescissions, it’s important for the sake of maintaining impactful student programs to not reduce the budget any further unless an alternate funding source for programs can be identified. In addition, without knowing the salary of the new associate vice president of equity, diversity, and inclusion it is difficult to determine if funding for a CDE associate director is possible.